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A New Year's Vision of Responsibility

During recent years, we have experienced a shift from the emphasis upon the general responsibility of school administration to a particularized stress upon specific administrative responsibilities. At the same time, greater importance is coming to be attached to the need for careful planning in advance of the programs of activity to be projected within each of the fields of specific responsibility. Thus, while the beginning of a new calendar year does not coincide with the beginning of a new school year and therefore does not necessitate decision with regard to new plans to be initiated immediately, it is nevertheless an opportune time to consider present and future professional responsibilities, and to project those programs of activity designed to effect, during the ensuing school year, the satisfactory discharge of the responsibilities which are ours.

Definition of the particular responsibilities of the administrative, supervisory, and teaching staff of our public schools is, of course, the immediate concern of the personnel of each of the several school districts of the state. Such definition will, of necessity, vary in accordance with local conditions and needs. Certain responsibilities, however, must be assumed by all. It is to these responsibilities that this article directs attention.

FORMULATION OF EDUCATIONAL OBJECTIVES

Within each school district, there is the immediate necessity for the formulation of a clear-cut statement of the specific educational objectives which it is the purpose of the local schools to attain. Such objectives should be developed through the active participation of all of the personnel who will be charged with specific responsibility in the program for their attainment. They should be directed to the end of contributing to the essential aims and progress of our democratic society. They should be based upon a full recognition of individual needs and abilities. They should at the same time conserve and develop the values of individuality and achieve desirable social unity. Without such a formulation of objectives the whole local scheme of education is purposeless and must function on the basis of a program of extended emergency needs.

One of the fundamental responsibilities of each school administrator therefore must be the development of a precise statement of educational objectives.

ECONOMY

At all times, it must be considered one of the major responsibilities of school administration to manage the educational enterprise with the strictest economy consonant with educational efficiency. At this particular time there is more need than usual that the entire professional personnel of our schools should lend every effort to effect all possible economies in the expenditure of school funds. Now, when every industry and every public enterprise, as well as every individual income, is suffering the effects of a long period of economic depression, the schools must do their share, not only to eliminate all actual waste of school funds, but to reduce expenditures in all lines to the greatest extent possible without actually crippling the educational program. This is not solely the responsibility of school administration. It is, of course, a major responsibility of school administration, but it is also a specific responsibility which should be charged to every individual member of the public school personnel.

Care must be exercised, of course, to prevent actual and permanent impairment of the educational program by unwise or shortsighted economies. Nevertheless, it is now time for each school administrator to put into practise in educational management the principles of economical business administration which obtain in the fields of business and commerce. Some responsibility here devolves upon the major universities for providing training in business administration so that educational administrators may also have some acquaintance with proper business practises and procedures in the management of public schools.

Educational economies must come from within rather than be superimposed from without. Determination of methods and procedures for effecting economies must be the responsibility of the school people. Evaluation of curricular offerings for the purpose of eliminating unnecessary or too expensive activities is imperative, but this must be done by the school people themselves in order to prevent irremediable harm being done to our public schools.

REEVALUATION OF SCHOOL ACTIVITIES

Closely associated with the responsibilities referred to above is the responsibility of the school official for reevaluating the activities of the public schools. The determination of the immediate outcomes to be secured by each particular school activity in conformity with the specific objectives formulated for the schools, is a direct and immediate responsibility devolving upon the members of our profession. Any activity which does not contribute immediate outcomes of sufficient value to

more than merely justify their cost must be ruthlessly eliminated from the program. It is equally true, of course, that in some instances it may be found that the meagerness of the educational program in itself constitutes the greatest cause of extravagance or waste of school funds, and that in such districts there should be an expansion of the educational program for the purpose of providing those activities now lacking. In general, this may be true of most school districts, in that insufficient stress is given to certain aspects of educational activity which may be of particularly great value at this time. As an example, it may be that inadequate attention is given to the instruction of pupils in thrift. Similarly, it may be that the adult education program has been insufficiently developed to provide training necessary in the adults to meet emergency conditions such as those of the present.

It is without doubt true that in many individual districts modernization and rejuvenation of curricula in the light of the recent findings of educational science have not been effected to the extent necessary to provide an adequate education for the life of today. Moreover, in many instances it is undoubtedly true that little application of the findings of educational science has found its way into classroom relationships. Thus, the reevaluation of the educational offerings of any particular district should be made not only with the purpose of the elimination of unneeded activities but also with the purpose of modernization and adaptation to the newer conditions.

THE SCHOOL AND THE COMMUNITY

Much progress has been made through the cooperative efforts of the schools and social-civic organizations toward the improvement of the relationships between the schools and their several communities. Much remains yet to be done in this field. School people not only must accept responsibility for integrating the schools with all phases of community life; they must also assume the responsibility for making the schools the agency for the unification of community life. Through the public schools the very nature of a community may be changed for the better by the radiation into community life of the optimism, progressiveness, and constructiveness of their outlook and of their educational program. All school people should charge themselves during this time of difficulty with this responsibility for the improvement of community life through the agency of the schools.

EDUCATIONAL UNITY

Much has been said of the solidarity of the teaching profession. Much also has been said and written concerning the necessity for the development of an integrated program of public education. One of

the responsibilities now devolving upon all school people is that of creating a unified attitude on the part of the public as well as on the part of the profession itself toward education as a process and toward education as the first responsibility of government. Not only is the education of the individual to be conceived as a continuous process which should begin before birth and not cease until death; education as a whole should be conceived as an integrated process whereby the best interests of the individual and of society are conserved and promoted by means of the organized and unified efforts of society and of the teaching profession through the agency of the public schools. Conceived in this way there can be no possibility of any dangerous attack upon public education or of any serious infringement by the educational profession upon the rights of society or of the individual. Acceptance by the educational profession of the responsibility for the development and understanding of this concept of education must do more than all else which we may accomplish to promote the best interests of public education.

Many are the specific responsibilities with which each school official should charge himself. We might list many other responsibilities which should be accepted in common by all school people. Those touched upon so briefly in this article should suffice, however, to call to the attention of California teachers, supervisors, and administrators those common responsibilities which should consciously be accepted by all. Each of us must build his own code of responsibility in the light of his particular job. If each of us does this the California schools need fear no depression, no repression, and no regression.

A handwritten signature in dark ink, appearing to read "W. H. Jensen". The signature is fluid and cursive, with a large, stylized initial "W" and a long, sweeping underline.

State Superintendent of Public Instruction

SUPERVISION

Various aspects of supervision of instruction have particular significance from the point of view of the California State Department of Education. Particularly essential is it that we note at once the change which has come over the various attitudes which prevail in determining the needs for supervision in the educational program. Since supervision has as its purpose the improvement of teaching, the shift which has taken place in the expression of a need for supervision is noteworthy. A prevailing attitude encouraging the institution and maintenance of supervisory staffs at the inception of present day supervision as we know it, was the desire of administrators to see accomplished certain ends in instruction. Under this prevailing purpose in instituting supervision, policy-determining groups and administrators indicated purposes to be attained and supervisors were actuated accordingly. Many times the vision of the program of supervision resided continuously in the minds of administrators, supervisors themselves having some difficulty in translating the vision into their own responsibilities, much less having teachers feel the inspiration of the vision and having guidance in classroom instruction accordingly.

The driving force of supervision then shifted to the supervisors themselves. An admirable group of supervisors, actuated by definite purposes still having in mind the advantage which was to accrue to instruction, set up an extensive program of supervision. This program was distinctly in advance of the first plan mentioned in that it was one step nearer the teacher and the service which the teacher performs. It was well keyed to administrative attitudes but largely had its actuating strength generated within the body of supervisors. The endurance of this program was not long lived, for teachers themselves grew so enthusiastic over the right sort of supervision which actually would lengthen and strengthen their own arms in instruction, that the source from which the purposes of supervision originated has very properly shifted from the administrator and from the supervisor to the classroom teacher. And now we find prevailing in the State of California a progressive attitude on the part of our teachers which directs them to call upon and to rely upon the specialized advantages which the well-trained and capable supervisor can really bring to the classroom service the instructor is rendering. There is now evolving in California an era in supervision in which the greatest development in supervisory purposes is coming from the constructive contributions and questions of teachers themselves.

Naturally, in such a program, the type of supervision has changed as much as have the planning forces of supervision. There is little place for the inspectional type of supervision under present attitudes

and needs. There is a significant place for the cooperative method of the conference in which an intimate understanding of particular problems brings forth from the pooled thinking of the group, such values as group thinking can contribute to the solution of the problems of supervision. Classroom visitation on the part of the supervisor is essential for the purpose of observation. Demonstration teaching on the part of the supervisor has for its purpose the improvement of specific teaching techniques. Group meetings called by supervisors have as their major purpose the bringing to bear of group thinking in an attack on specific problems of classroom teaching.

The value, service, and future of supervision in the State of California demand specific comment. The value of supervision comes from the teacher's recognition of assistance which can be supplied as a result of the thinking, planning, and experience of others. The need for supervision will always be recognized by progressive teachers for it is at once an indication of a sensitive attitude of the teacher toward his responsibilities. The service which supervision has to render will be one growing out of very practical situations which confront the teacher. These challenge the supervisor whose broader experience and contacts enable him to evaluate them in terms of individual teacher needs. The need for this type of service in the field of supervision will be a continuously increasing one in California. The future of supervision is one which involves the supervisor in a continually broadening relationship to the teacher-pupil responsibility. No longer is a supervisor responsible in terms of subjects, grades, courses, textbooks, and materials, but instead the supervisor is responsible in terms of areas of growth, teacher development, field mastery, and power gained through experience which rich educational opportunities make available.

In these days when there is inclination to be over-critical of some of those costs, including supervision, which are chargeable to overhead, there is an imperative need for vigilant maintenance of adequate supervisory programs together with proper extension of the services which supervision renders to educational development.

A handwritten signature in dark ink, appearing to read "H. Jensen", written in a cursive style.

State Superintendent of Public Instruction

Departmental Communications

State Department of Education

V. KERSEY, Director

DEPARTMENT MEETINGS

Certain dates have been set aside by the Department of Education for meetings of the staff of the department and of the division chiefs. These dates are published here for the purpose of avoiding conflicts between engagements in the field and those connected with department meetings. The Director of Education and the entire staff are scheduled for Sacramento on the days named for Division Chiefs' Meeting. It will be impossible for members of the staff of the State Department of Education to make appointments conflicting with these dates.

Schedule of Department Meetings

Staff Meetings

January 19, 1932
March 15, 1932
April 19, 1932
May 24, 1932

Division Chiefs' Meetings

December 23, 1931
January 18 and 25, 1932
March 14, 1932
April 18 and 25, 1932
May 25, 1932

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

HIGH SCHOOL TEXTBOOKS

The following textbooks have been listed for use in California high schools since the publication of the December, 1931, number of *California Schools*.

AGRICULTURE		Prices	
Elementary Agriculture		New	Exchange
Jones & Emsweller, The Vegetable Industry, 1931	----- McGraw	\$1.80	----
CIVICS			
Citizenship			
Lumley & Bode, Ourselves and the World, 1931	----- McGraw	1.60	----
Maxey, You and Your Government, 1931	----- Heath	1.41	\$1.32
COMMERCIAL SUBJECTS			
Advertising			
Brewster & Palmer, Introduction to Advertising, Second Edition, 1931	----- McGraw	1.60	----
Hawley & Zabin, Understanding Advertising, 1931	----- Gregg	.96	.66
Commercial Law			
Burgess, Lyons & Cox, the New Burgess' Commercial Law, 1931	----- Lyons	1.18	1.11
Salesmanship			
Fernald, Salesmanship, 1926	----- Prentice	2.40	----
DRAWING			
Mechanical Drawing			
Boggy, Denzler & Walter, Mechanical Drawing, Book Three, 1931	----- McGraw	.48	----
FRENCH			
Beginning French			
Marchand & Roehm, La Famille Dupont, 1931	--- Holt	1.38	1.29

Composition

		New	Prices Exchange
Grosjean, French Idiom Study, 1931-----	Heath	\$0.93	\$0.87

GERMAN**Readers**

Foster & Wooley, Geschichten und Marchen, 1929--			
-----	Heath	.96	.90

HOME-MAKING**Household Problems (Miscellaneous)**

Schultz, Making Homes, 1931-----	Appleton ¹	1.60	1.44
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Textiles and Clothing

Weiss, How to Make Hats, 1931-----	McGraw	2.20	----
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INDUSTRIAL ARTS**Radio**

Moyer & Wostrel, Radio Construction and Repairing, Third Edition, 1931-----	McGraw	2.00	----
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Sheet Metal Work

Van Leuven, Cold Metal Working, 1931----	McGraw	1.80	----
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LATIN**Beginning Latin**

Ford, First Latin Book, New Series, 1931-----	Holt	1.15	1.08
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MATHEMATICS**Ninth Grade Mathematics**

Hart, Modern Junior Mathematics, Book 3, 1931---			
-----	Heath	1.02	.96

Vocational Mathematics

Norris & Smith, Shop Arithmetic, Third Edition, 1931 -----	McGraw	1.60	----
Palmer, Practical Mathematics for Home Study, Sec- ond Edition, 1931-----	McGraw	3.20	----

SPANISH**Beginning Spanish**

Casis & Switzer, Elementos de espanol, Volume I, 1931 -----	Heath	1.18	1.11
Casis & Switzer, Elementos de espanol, Volume II, 1931 -----	Heath	1.18	1.11

¹ Erroneously listed in December, 1931.

VOCATIONAL GUIDANCE

		Prices	
		New	Exchange
Kitson, I Find My Vocation, 1931-----	McGraw	\$1.12	----

JUNIOR HIGH SCHOOL TEXTBOOKS**COMMERCIAL SUBJECTS****Junior Business Training**

Hill, Training for Everyday Business, 1931---	Lyons	1.12	\$1.05
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MATHEMATICS**Ninth Grade Mathematics**

Hart, Modern Junior Mathematics, Book 3, 1931-			
-----	Heath	1.02	.96

NEW PUBLICATIONS**Selected Bibliography for Home-making Instruction of Secondary Grades**

Bulletin No. C-10, Selected Bibliography for Home-making Instruction of Secondary Grade, prepared by the Bureau of Home-making Education is now ready for distribution. Copies will be mailed to city and county superintendents of schools and to high schools. Others desiring this publication will please send requests to the State Department of Education, Sacramento.

Suggested Procedures for Classes in Child Study and Parent Education

Bulletin No. A-5, entitled as above, is now off the press. Copies will be sent to city and county superintendents. Others may secure this publication upon request.

Statistics of California Junior Colleges

This publication is being issued as Department of Education Bulletin, 1932, No. 1, and will contain statistics of California junior colleges for the year ended June 30, 1931. Copies will be sent to city and county superintendents and to junior college administrators. Others may secure copies upon request.

Interpretations of School Law

Appellate Court Decisions

DISTRICTS

Property—Restrictions

A school district being an agency of the state is not bound when it purchases land by any restrictions upon the use of the land created by the provisions of a private contract to which the state was not a party.

(*Sackett et ux. vs. Los Angeles City School District etc.*, 67 C. A. D. 710, ---- Pac. ----.)

PUPILS

Transportation of Pupils

A person who has contracted with a school district to transport pupils attending the schools of the district to and from school in a bus, is an employee of the district and not an independent contractor, in case the governing board of the school district retains the power to terminate the contract *whenever in the judgment of the governing board* such person violates any of the terms of the contract. If a pupil of the school district was injured while riding in a school bus through the negligent operation of the bus by such person, the school district is liable in damages for the injuries sustained by the pupil, under Civil Code section 1714½.

(Italics supplied.)

(*Smith etc. vs. Fall River Joint Union High School District et al.*, 67 C. A. D. 1022, ---- Pac. ----.)

Attorney General's Opinions

DISTRICTS

Contracts

School Code section 6.30, providing that school district contracts involving an expenditure of more than five hundred dollars to be let to the lowest responsible bidder, does not require the governing board

of a school district to advertise for bids in securing insurance, nor is the section applicable when the school district desires to purchase a patented article. (A. G. O. 7841, December 1, 1931.)

Elections

School Code section 2.878, as amended by Chapter 1084, Statutes of 1931, requires a county clerk to furnish to the governing board of a school district printed copies only of the index of the registration book for each precinct contained in whole or in part in the school district, which index, under Political Code section 1115, he is required to print. The county clerk is not required to furnish printed copies of any supplement to the index: it is sufficient if he furnishes a single typewritten copy. (A. G. O. 7825, November 28, 1931.)

Funds—for Building Purposes

The receipts of an elementary district tax levied for building purposes under School Code section 4.375, as amended by Chapter 1184, Statutes of 1931, can be used for such of the purposes enumerated in School Code section 4.460, as it existed prior to the taking effect of said Chapter 1184, as are indicated below and which are construed to be building purposes:

1. Purchasing a school lot upon which to erect a school building;
2. Building or purchasing one or more school buildings;
3. Making alterations, additions, or repairs to any school building or buildings;
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity.

Aside from the building purposes enumerated above, the receipts from the tax may be used for any other building purpose and whether or not a proposed activity is a building purpose depends in each case upon the particular work or project planned. (A. G. O. 7824, November 24, 1931.)

Purchase of Athletic Equipment

Under School Code sections 3.731, 3.805, 3.41, 6.471, and 6.4474, a high school district may purchase out of district funds athletic equipment, which may be employed in the physical education of pupils and used generally by all of them, such as footballs, baseballs, basket-balls, tennis rackets, baseball bats, hockey clubs, and similar items, but can not purchase out of district funds personal wearing apparel such as uniforms, shoes, stockings, jerseys, headgear, and similar items for the use of only certain members of the student body as, for example, the high school football squad. (A. G. O. 7872, December 11, 1931.)

Tax and Bonds—Consolidated School Districts.

A district tax may be levied under School Code sections 4.360–4.374, for a consolidated school district organized under the provisions of School Code sections 2.310–2.356.

School Code section 4.375 fixes the maximum rate of tax which may be levied on a consolidated school district for elementary school purposes and high school purposes.

No provision is made by law for the issuance of bonds by a consolidated school district. (A. G. O. 7875, December 15, 1931.)

Transportation of Pupils

Under School Code sections 1.70–1.81 a high school district can not contract with an elementary district for the transportation of pupils of the elementary district by the high school district. (A. G. O. 7836, November 24, 1931.)

NOTE.—See A. G. O. 7250, page 255, *California Schools* for October, 1930.

GOVERNING BOARDS**Secretaries**

The secretary or clerk of the governing board of a union high school district or city high school district need not be a member of the board under School Code sections 2.1056 and 2.1042, respectively, and if such secretary or clerk is not a member of the governing board he may be paid a salary. (A. G. O. 7818, November 18, 1931.)

OFFICERS AND TEACHERS**Agents**

Under School Code section 6.230, which section should be strictly construed, a music teacher in a public school can not purchase music supplies, including instruments and repairs, and retail them to his pupils in the school. (A. G. O. 7827, November 18, 1931.)

PUPILS**Attendance in Junior College Departments of High Schools**

The attendance of pupils living in a high school district situated in one county and desiring to attend a junior college department maintained by a high school located in another county is governed by School Code section 3.302, since a junior college department is part of the high school system of the high school district maintaining it. (A. G. O. 7871, December 14, 1931.)

Health

Schools are not boarding houses within the provisions of a regulation of the Department of Agriculture requiring milk served at places of public entertainment to be served in the original bottles. (A. G. O. 7816, November 13, 1931.)

Departmental Opinions

DISTRICTS**Funds—Kindergarten**

All funds now in the kindergarten fund of any elementary school district must be transferred to the maintenance fund of the elementary school district maintaining the kindergarten, or kindergartens, all provisions relating to kindergarten funds having been repealed by Chapter 1184, Statutes of 1931. After the transfer has been effected the expenses incurred in the maintenance and support of the kindergarten or kindergartens, including salaries of kindergarten teachers, should be paid out of the maintenance fund of the elementary district. Expenses incurred in connection with kindergarten building purposes should be paid out of the building fund of such district.

Announcements

MRS. GLADYS POTTER NAMED ASSISTANT CHIEF, DIVISION OF ELEMENTARY SCHOOLS AND RURAL EDUCATION

Mrs. Gladys Potter of San Bernardino County has been appointed Assistant Chief of the Division of Elementary Education and Rural Schools, and will assume her new responsibilities in the State Department of Education in Sacramento on January 2, 1932.

Mrs. Potter is a graduate of the University of California at Los Angeles and has done graduate work in various California universities. She brings to the state service a varied experience as rural school teacher, junior high school teacher, and principal of a demonstration elementary school. For two years, Mrs. Potter served as deputy county superintendent of San Bernardino County. This administrative experience was followed by two years' activity as rural supervisor in the desert area of San Bernardino County.

During the past three years, Mrs. Potter has served as Assistant County Superintendent of Schools, being specifically charged with the problems involved in the education of Mexican children, and also having supervisory responsibilities connected with the larger elementary schools of the county.

The California Rural Supervisors Association at its annual meeting held in October, elected Mrs. Potter president of the association.

THE JUNE MEETING OF THE NATIONAL EDUCATION ASSOCIATION

The State Department of Education has received a letter from the President of the National Education Association, Miss Florence Hale, commending the teachers of California for their attendance at the 1931 meeting of the Association held in Los Angeles. The President states that the attendance at this meeting was the largest in the history of the organization, and that our hospitality was unsurpassed.

The teachers of New Jersey are eager to have a large attendance at Atlantic City, the locale of the June 26-July 1, 1932, National Education Association meeting. President Hale asks for a response from the West that will give evidence of the solidarity of the profession.

THE SIXTH VIENNA SUMMER SCHOOL

The sixth Vienna summer school of the Austro-American Institute of Education will be held from June 30 to August 10, 1932, and has many features which will recommend it to those desiring to do intensive work. Detailed information may be had by writing the director of the Institute, Dr. Paul L. Dengler, Elisabethstrasse 9, Vienna, I., Austria.

For Your Information

"CALIFORNIA CARES FOR CRIPPLED CHILDREN"

For three years, or since the law under which the Department of Public Health works became effective, the California State Board of Public Health has been working in the interest of crippled children whose parents or guardians are unable to provide necessary treatment for the relief of their physical handicaps, according to an article under the above title by Dr. Giles S. Porter in the December 5, 1931, number of the *Weekly Bulletin*, official publication of the California State Department of Public Health.

Under this law, the parents or guardians of physically handicapped children under 18 years of age may petition the superior court of the county wherein they are residents, for a certificate setting forth the facts in the matter, and if the judge is satisfied that the parents or guardians are unable to furnish treatment and appliances, either in whole or in part, he shall issue a certificate to that effect.

The parent or guardian then presents this certificate to the State Board of Public Health. It is then the duty of the board to furnish the necessary treatment and services, materials and appliances, upkeep and transportation. The expense incurred is covered by money from a revolving fund appropriated for the purpose.

The law also makes it the duty of the State Department of Public Health to arrange through local agencies for public diagnostic clinics or conferences for physically defective and handicapped persons, whenever and wherever it may appear necessary, in order to bring expert diagnoses to such persons in localities which are near their own homes.

The enforcement of this act has been the means of saving large potential expenditures on the part of the counties, but more important is the result in the restoration to health and physical activity of hundreds of children who might otherwise have gone through life suffering from handicaps which might make them burdens to themselves and to their families.

UNIVERSITY OF CALIFORNIA ADVISES CONCERNING SCHOOL LUNCHES

The Home Demonstration Division of the Agricultural Extension Service of the University of California has presented the plan of supervised school lunches, filling a school child's lunch basket with the food needed for the day, to 146 schools in nine counties as a 1931 home

department program. In these nine counties, 6,504 school children and 1,838 parents were reached in the meetings conducted by University home economics specialists. The introduction of the project has been made possible through the cooperation of teachers, parents, and the children themselves.

WHICH SCHOOL?

The State Department of Education is in receipt of Form No. J-46, Transcript of High School Record, for Phyllis Williams. The high school which requested the record of this pupil may have it upon request to this office.

OFFICIAL PROGRAM OF THE YORKTOWN SESQUICENTENNIAL CELEBRATION

The official program of the Yorktown Sesquicentennial Celebration which was held at Yorktown, Virginia, in October, 1931, contains 60 pages fully illustrated and is made up of historical sketches and statistics compiled by American historians. Copies may be had for 35 cents each by writing Henry L. Caravati, Lewis Printing Company, 1107 East Cary Street, Richmond, Virginia.

OCCUPATIONAL THERAPY FOR PATIENTS IN THE SANTA BARBARA COUNTY HOSPITAL

Mrs. Muriel Edwards, County Superintendent of Schools of Santa Barbara County, has launched a project in occupational therapy for children and adults in the Santa Barbara County Hospital.

Mrs. Edwards has secured the services of a person of experience in this work and has gained the cooperation of the various members of the hospital staff, the local women's clubs, and church groups. The work has been planned with the objective of bettering the physical and mental condition of patients and helping each to develop his aptitudes.

Significant Facts Concerning California Schools

SUMMARY OF STATISTICAL DATA, 1930-31

Many significant changes occur in the public schools of California each year. School districts unionize or consolidate and thereby give rise to changes in administrative and supervisory procedure. School-building programs are undertaken which materially change the physical facilities available for school work. Policies are adopted to effect improvements in the methods of instruction. Standards for the selection of teachers are changed to insure improved teaching personnel. It is obviously difficult if not impossible to record in tabular form all of the changes which have been effected by school districts during the past year. An attempt has been made, however, to summarize some of the significant changes in the accompanying statistical tables.

The data included in the following tables were taken from the county superintendents' annual reports for the year 1930-31. The specific items of information in the order of listing are:

1. Number of school districts
2. Number of schools maintained
3. Average daily attendance
4. State enrollment by grades
5. Number of certificated school district employees
6. Amount and percentage of school district receipts
7. Expenditures of school districts by budgetary classification and percentage as well as per pupil distributions of school district expenditures.

These data are subject to minor changes and corrections since all of the basic reports have not as yet been audited. It is believed, nevertheless, that they are essentially correct and may be used with confidence at this time.

I. Number of School Districts:

A. Elementary school:

1. Active districts:

a. City	45
b. Regular	3,066
c. Joint	53

Total active districts.....

3,164

2. Suspended districts-----	102
3. Total elementary school districts-----	3,266
4. Number of union elementary school districts:	
a. Union -----	183
b. Joint union-----	8
Total union districts-----	191
5. Number of elementary school districts lapsed -----	10
B. High school:	
1. County -----	5
2. City -----	33
3. Regular -----	24
4. Union -----	207
5. Joint union-----	24
Total number of high school districts-----	293
C. Junior Colleges-----	16
Total number of school districts-----	3,575
II. Number of schools maintained:	
A. Kindergartens -----	1,103
B. Elementary schools-----	4,052
C. Junior high schools:	
1. Grades 7, 8 and 9-----	153
2. Grades 7, 8, 9 and 10-----	8
Total -----	161
D. High schools:	
1. Grade 9-----	4
2. Grades 9 and 10-----	7
3. Grades 9, 10 and 11-----	6
4. Grades 10 and 11 only-----	1
5. Grades 9, 10, 11 and 12-----	281
6. Grades 10, 11 and 12-----	75
7. Grades 11 and 12-----	1
8. Grades 9, 10, 11, 12, 13 and 14-----	14
9. Grades 10, 11, 12, 13 and 14-----	5
10. Grades 11, 12, 13 and 14-----	1
Total -----	395

E. Junior colleges:		
1. Junior college courses-----	20	
2. District junior colleges-----	16	
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Total -----		36
Total number of schools maintained-----		<hr/> 5727 ¹
III. Average Daily Attendance:		
A. Kindergartens -----		43,265
B. Elementary schools-----		605,449
C. Junior high schools:		
1. In grades 7 and 8-----	72,602	
2. In grades 9 and 10-----	37,199	
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Total in junior high schools-----		109,801
D. High Schools:		
1. Regular classes-----	181,444	
2. Special day and evening classes-----	22,783	
3. Junior college courses-----	4,929	
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Total in high schools-----		209,156
E. District junior colleges-----		10,192
Total average daily attendance		<hr/>
in all schools -----		977,863
IV. State Enrollment by Grades:		
A. Kindergartens -----	81,526	
B. Elementary grades:		
1. Regular classes:		
a. First grade-----	134,999	
b. Second grade-----	101,173	
c. Third grade-----	98,031	
d. Fourth grade-----	97,762	
e. Fifth grade-----	90,515	
f. Sixth grade-----	82,506	
g. Seventh grade-----	83,581	
h. Eighth grade-----	78,438	
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Total in regular classes-----	767,005	

¹ Total does not include twenty junior colleges maintained by high school districts. Such institutions reported as part of respective high schools.

2. Postgraduate pupils -----	37
3. Special day and evening classes-----	15,827
4. Physically handicapped pupils-----	628

Total state enrollment in elementary grades	783,497
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C. High school grades:

1. Regular classes:

a. Ninth grade-----	79,485
b. Tenth grade-----	70,579
c. Eleventh grade -----	54,051
d. Twelfth grade-----	42,561
e. Special students, incl. P. G.'s-----	4,750

Total in regular classes-----	251,426
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2. Special day and evening classes-----	297,099
3. Compulsory continuation classes-----	15,495

Total state enrollment in high school grades	564,020
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D. Junior college classes:

1. Thirteenth grade-----	11,787
2. Fourteenth grade-----	5,270
3. Special students-----	9,895

Total state enrollment in junior college classes -----	26,952
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Total state enrollment in all grades---	1,455,995
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V. Number of Certificated District Employees:

A. Kindergartens:

1. Supervisors -----	6
2. Teachers -----	1,787
3. Assistants -----	158

Total kindergarten employees-----	1,951
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B. Elementary schools:

1. District superintendents-----	130
2. Full-time supervisors-----	289
3. Partial-time supervisors-----	27
4. Supervising principals-----	687

5. Teaching principals-----	1,579	
6. Full-time regular teachers-----	19,624	
7. Full-time special teachers-----	915	
8. Partial-time teachers in day classes---	845	
9. Partial-time teachers in evening classes	58	
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Total elementary school employees-----		24,154
C. Junior high schools:		
1. Principals -----	115	
2. Full-time supervisors-----	10	
3. Full-time regular teachers-----	3,413	
4. Full-time special teachers-----	1,475	
5. Partial-time supervisors-----	4	
6. Partial-time teachers-----	214	
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Total junior high school employees-----		5,231
D. High schools:		
1. Full-time supervisors-----	124	
2. Partial-time supervisors-----	11	
3. Principals -----	388	
4. Full-time regular teachers-----	6,941	
5. Full-time special teachers-----	3,245	
6. Partial-time teachers-----	4,767	
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Total high school employees-----		15,476
E. District junior colleges:		
1. Principals -----	6	
2. Full-time regular teachers-----	412	
3. Full-time special teachers-----	128	
4. Partial-time teachers-----	60	
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Total district junior college employees----		606
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Total number of certificated district employees -----		47,418

Distribution of the Amount and Percentage of School District Receipts by Sources and by Divisions of the School System—1930-31

Source	Kindergarten		Elementary school		High school		District junior college		Total	
	Amount	Per cent	Amount	Per cent	Amount	Per cent	Amount	Per cent	Amount	Per cent
United States.....			\$310,460 06 ¹	0.3	\$198,083 61 ²	0.2	\$378,454 88	11.6	\$887,009 15	0.5
State.....			19,913,882 25	21.9	7,071,913 40	8.6	256,989 36	7.9	27,242,785 01	14.9
County.....			24,013,499 49	26.4	15,236,279 57	18.5	780,055 13	23.8	40,029,834 19	21.9
District.....	\$5,532,022 81	100.0	46,866,384 89	51.4	60,070,654 98	72.7	1,856,520 21	56.7	114,325,582 89	62.7
Totals.....	\$5,532,022 81	100.0	\$91,104,227 29	100.0	\$82,576,941 56	100.0	\$3,272,019 58	100.0	\$182,485,211 24	100.0

¹ Receipts from the United States government for the education of Indian children, and apportionments from the United States Forest Reserve Fund.

² Smith-Hughes receipts from United States government.

Distribution of School District Expenditures by Budgetary Classifications and by Divisions of the School System—1930-31

School division	Current expenditures						Total current expenditures	Capital outlay expenditures	Total expenditures
	General control	Teachers' salaries ¹	Instructional expenditures	Operation expenditures	Auxiliary expenditures				
Kindergarten.....	\$89,070 33	\$2,700,027 20	\$2,804,808 03	\$1,543,093 00	\$61,407 97		\$4,499,040 83	\$145,492 54	\$4,644,533 37
Elementary.....	2,028,187 43	44,485,997 17	47,688,567 54	9,586,836 61	2,483,387 62		61,786,979 20	9,333,578 52	71,120,557 72
High school.....	2,155,432 02	41,067,910 70	45,990,270 44	9,339,065 14	2,788,078 95		60,272,846 55	14,310,260 47	74,583,137 02
District junior college.....	119,710 34	1,607,337 06	1,852,870 48	442,990 92	23,559 80		2,439,131 54	381,093 51	2,820,225 05
Totals.....	\$4,392,400 12	\$89,881,272 13	\$98,336,577 39 ²	\$20,912,566 27	\$5,356,434 34		\$128,097,998 12	\$24,170,455 04	\$153,168,453 16

¹ Also included in "Instructional expenditures."

² Includes \$2,282,593.53 expended for library books.

Percentage Distribution of School District Expenditures and Amount of Expenditure Per Pupil in Average Daily Attendance, by School Division—1930-31

School division	Percentage which each item of current expense is of total current expenditure					Percentage which current expense is of total district expenditure	Percentage which capital outlay expense is of total district expenditure	Amount of expenditure per pupil in average daily attendance	
	General control	Teachers' salaries ¹	Instructional expenditures ²	Operation expenditures ³	Auxiliary expenditures			Current expenditure	Capital outlay expenditure
Kindergarten.....	2.0	60.0	62.3	34.3	1.4	96.9	3.1	\$103.99	\$3.36
Elementary school.....	3.3	72.0	77.2	15.5	4.0	86.9	13.1	102.05	15.42
High school.....	3.6	68.2	76.3	15.5	4.6	80.8	19.2	188.97	44.86
District junior college.....	4.9	65.9	75.9	18.2	1.0	86.5	13.5	239.32	37.39
Totals.....	3.4	69.7	76.2	16.2	4.2	84.2	15.8	\$131.92	\$24.72
									\$156.64

¹ Also included in "Instructional expenditures."

² Includes "Teachers' salaries," "Other expenses of instruction," and "Library" and "Laboratory supplies" in high schools and junior colleges.

³ Includes "Operation," "Maintenance," and "Fixed charges."

Includes "Teachers' salaries," "Other expenses of instruction," "Library"

Professional Literature

REVIEWS

FRED ENGELHARDT. *Public School Organization and Administration*. Boston: Ginn and Company, 1931. xvi + 595 pp.

"The characteristic which distinguishes a successful enterprise from others is management." So states the author in his preface to the most recent volume covering the whole field of educational administration.

School management is related to every phase of school work and a book on school management must necessarily treat the relationships existing between the several aspects involved, and the relationship of each to the whole. In this, the author has succeeded admirably, and has furnished the reader with a comprehensive view of the field of educational administration and of the many interrelationships involved.

The scope of the volume is well indicated by the chapter headings: School-District Organization, Legal Jurisdiction of School Districts, The Board of Education, The Board of Education and the Executive, The Superintendent of Schools, The Educational Program and Organization, Principles of Organization and Administration Applied, Personnel Management (Qualifications and Appointment), Personnel Management (Permanence in Service and Compensation), Elementary Schools (Organization and Administration), Secondary Schools (Organization and Administration), Organization for Supervision, Organization for the Administration of Pupil Personnel, Program for Health Education, Administration of Library Service, Administration of the Curricula and Instructional Materials, The Administration of the Business Affairs, The Administration of Schools and Financial Support, Administration and Costs, The Public and the Administration of Schools, Organization for Research, The State and the Local Public Schools.

It would be impossible to treat the subject of educational administration exhaustively in one or even several volumes. In the present work, the author has placed primary emphasis on the modern principles of management which should apply to the organization and administration of local school systems. With unusual skill, he has succeeded in combining a treatment of underlying theories and philosophy with the practical considerations confronting the school administrator in the field.

Dr. Engelhardt has made a critical analysis of present administrative practices and standards in the light of the best available scientific evidence, advanced educational theory, and conditions found in the more progressive schools. The volume contains a wealth of statistical information relating to the many topics covered. The treatment of each topic is characterized by a number of concrete examples.

Although the major emphasis is on principles, administrative techniques and details of actual practice are not lacking. Every major topic treated has been presented in a comprehensive, inclusive manner. The author has succeeded admirably in covering a broad field fully, and at the same time in bringing to bear upon each major phase of the field a rich diversity of illustrative materials and accurate discriminatory analyses.

A carefully prepared set of practical problems and a selected bibliography appear at the end of each chapter. A syllabus¹ has been prepared to accompany the book.

School administrators and students and professors of educational administration will find this volume an invaluable addition to their professional libraries.

IVAN R. WATERMAN

¹FRED ENGELHARDT. *Public School Organization and Administration Syllabus*. Boston: Ginn and Company, 1930.

JAMES B. EDMONDSON, JOSEPH ROEMER, and FRANCIS L. BACON. *Secondary School Administration*. New York: The Macmillan Company, 1931. ix + 483 pp.

This book is designed primarily for use as a textbook in classes in secondary school organization and administration, but should prove equally valuable as a reference book for high school administrators. It presents a rather complete overview of the whole field of secondary school administration and treats in a detailed manner some of the more important and perplexing problems confronting administrators.

In the first chapter, "The Extent and Character of Secondary Education," secondary education is recognized as including the downward extension from the traditional four-year high school toward the junior high school and the upward extension into the junior college. In this chapter are presented statistical data picturing the scope of secondary education from a national viewpoint, its growth during the past few decades, and a condensation of the best thought and practice relating to the objectives, functions, and curricular offerings of the modern secondary school. Particular stress is placed upon problems of articulation.

Following this picture of the scope of secondary education, the authors treat the problem of personnel, giving emphasis to those aspects of the problem relating to the administrative staff. An analysis of present practice relating to the duties of principals and distribution of time devoted to the several duties is presented. Unfortunately, little mention is made of ideal or recommended practices in these connections.

The problem of schedule making is treated in a rather complete manner. Certain basic principles underlying the making of schedules and an outline of the necessary procedures involved in making and putting into effect the daily schedule are presented in a clear and concise manner. This section would have been enhanced had actual illustrations been included with the statement of each step of the procedures involved, yet it should prove an aid to all those charged with the responsibility of making secondary school schedules.

The importance of an adequate guidance program to the success of the modern high school is becoming universally recognized. The authors have presented in this connection a sound and progressive point of view, and have succeeded in setting forth in rather brief and compact form, those principles and procedures essential to a complete guidance program. The more important factors to be considered in educational and vocational guidance are enumerated and discussed in a clear and convincing manner.

Other topics treated are Office Routine and Care of Building, Control of Pupils, Values and Organization of Extracurricular Activities, Administration of School Clubs, Dramatics, Debating, and Music, Direction of School Publications, The School Assembly, The School Library, Health and Physical Education, The Principal and Instructional Problems, The Principal and Direction of Study, Selection of Textbooks, Examinations and Marks, The Secondary School and Standardizing Agencies, Secondary Schools and College Relations, The Public Relations Program, The Large High School, and The Small High School. Fourteen valuable appendices supplementing the material of the text are included.

It is manifestly impossible in a volume of this size to treat in a detailed or exhaustive manner the many problems connected with high school education and the treatment of necessity is for the most part general. The authors have succeeded in covering rather well most of the major problems involved in secondary school administration. The inclusion of findings of research studies and materials illustrative of sound theory and successful practice of leaders in the field adds to the value of the volume.

This work should prove of particular value to secondary school administrators desirous of having in one volume, a fairly complete treatment of the problems of secondary school administration.

IVAN R. WATERMAN

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